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AUTHOR Hickey, Joseph
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ABSTRACT

One teacher's experience in providing individualized instruction in English to a manager in the German coal mining industry is reported. The highly motivated manager required specialized skills in English for communicating with foreign visitors who were either members of the industry or lay people. The manager brought with him to the first meeting the materials he used to keep current with his field and with his English language skills. The process of individualizing instruction for the manager involved conversation and a visit to the mine to determine his specific language skill needs as well as continual development of assignments using industry-specific publications. Problems encountered in the process included the need for the teacher to understand and verify highly specialized vocabulary and structures, inconsistencies in industry-related publications, difficulties in translation from specialized literature, and the need to fine tune language use for public presentation. Development of grammar and vocabulary were emphasized, with the primary focus on fluid communication. The experience underscored the need to identify and target very specific language needs. (MSE)

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AN EMPIRICAL REPORT ON AN ENGLISH FOR SPECIAL PURPOSES LEARNING SITUATION

by

Mr. Joseph Hickey

Dortmund, West Germany

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Learning a foreign language for special purposes usually presupposes a working basis in the foreign language. Teaching a foreign language for special purposes can then perhaps be divided into two general categories. The course or program can be designed within the socio-political needs of a school system where the learning goals relate to people who will enter into a special or specialized area of work. The learning program can also take place at a private institute or language school or as in-house training for people already involved in day-to-day handling of the first language specific forms and the corresponding referents. Within this second framework the Erfahrungs-austauschring Fremdsprachen in der Wirtschaft(ERFA), a group of foreign language teachers in industry and commerce in West Germany, saw, in a book it had published in 1981, that individual instruction was to be one of its perspectives for the future. By individual instruction it meant:
a) the development of teaching materials for specialized language skills(translation, reading of technical texts, ability to take part in discussions at congresses, etc.);
b) the development of methods and procedures that take individual needs and wishes into account."(Freudenstein 17-18)

As a teacher of English as a foreign language I was confronted with a specific learning situation. The managing director of a coal mine in West Germany felt the need for practice in performing a specific communicative task. In his role as representative of the company he often had to communicate with visitors, who could be either fellow

practioners from foreign companies or countries or foreign lay people, usually VIPs. The role of English as a means of communication in the field of mining is supported by international technical dictionaries compiled in line with UNESCO and Common Market projects. The compiler of the latter project notes in the introduction that the main list has English since it is "commonly used by scholars and technicians the world over in their meetings and reports".(Schwicker 2)

This manager graduated from one of the two old and highly respected German mining schools, 'die Bergakademie' in Clausthal-Zellerfeld in West Germany. The other school is the 'Bergakademie' in Freiberg in East Germany. With his excellent training and long years of experience he felt confident in communicating with fellow specialists, e.g. when he was on a 'fact-finding' tour of mining operations in the U.S. He simply embedded the specialist vocabulary in his regular conversational English. Since he and the fellow practicioners share a pool of common referents and since nominalizations and other specific structures in technical langauge sum up the concepts to be communicated, this manager had nothing but praise for the intermediate English course he was taking to 'keep in shape'. In the course he showed in most situations a self-confidence in articulating questions and a deliberateness in expressing himself. Yet he felt the need for something else and so our weekly sessions began.

At our first meeting he brought along the printed material he himself used to keep up on things and on his English. A sign then, that he, as a person used to being prepared, had a feel for the problem and an interest in the learning

situation. The material consisted of two journals and a brochure. An issue each of Coal International(British based, April 1986) and International Mining(British based but with U.S. offices, November 1986) were available. These publications, as the latter one clearly notes, are distributed "free of charge to mining industry readers who qualify under the terms of our controlled circulation scheme. Such qualified persons are: Executive, Management, ...Personnel,...".(IM 7) One of the sociolinguistic determinants of the text types found in these journals becomes clear. He also had a brochure, called Kohle/Coal, from a Ruhr Industrial Area coal mining equipment supplier. This brochure was initially attractive for both learner and teacher, with its glossy pages and full color pictures with English and German descriptions and captions.

Usually we as teachers of foreign languages for special purposes or of technical communication for native speakers think of training specialists, most often future specialists, to write reports for other specialists, or to engage in conversation for specific purposes, e.g. selling, reporting, advising, instructing, etc. or to work with technical texts in the target language. We are thus probably familiar with the appropriate didactic techniques and the linguistic theoretical foundations for achieving these learning goals. However, this particular manager in a specific function in a specific company had, if I may repeat the word, specific needs which went beyond(horizontally or vertically may be a good question) 'simple' expertise and the 'simple' or 'easy' communication with fellow specialists in certain professional communication situations.

The conversation in the target language at the beginning of

the program helped to define the manager's needs. He needed: to describe the overall mining system in the area and the structure of his operations to someone, to explain the working operations of the mine and of specific machines (i.e. processes) to someone, and to have more practice in understanding and decoding general and specific texts on mining. He had though no idea of hsi specific language learning needs. He assumed, and his persona probably needed to assume, that it was only a matter of talking a bit, and in the course of time hsi expertise, whose expression(with respect to me) in the target language relied heavily on translations found in the brochure, would simply be passed on to the listener. Here was the crux of the problem. The speech acts he was called upon to perform, with their sociolinguistic and psycholinguistic components, became the real necessity. Thus, non-jarring, non-alienating characteristics of the target language would come to take precedence in our learning sessions. And session is perhaps the appropriate word here, keeping, of course, one's critical distance to the U.S. psychiatric scene. This manager had to become, and see the need for becoming, 'inarticulate' in the target langauge for special purposes so as to build up the appropriate linguistic and paralinguistic competence for his role. Sensitivity on the part of the teacher/guide was necessary in this breaking down of one L2 persona and the building up of another. Thus, different sets of cognitively formulated goals existed at the beginning of the learning program. The teacher then assumed the role of listener, i.e. the typical lay visitor the manager would be describing and explaining things to. My main purpose in doing this was so that the language learning relevant aspects of this situation could be specifically identified.

We went deep into the mine. In the brochure Kohle/Coal we found a page with pictures of a conveyor system.(Westfalia 21) The manager, as when talking to fellow experts, simply embedded the technical words found in the captions(these were translations from the German words found on the left-hand side of the page) in basic English. The typical invariant forms for descriptions: this is/it has got/ it consists of; and the typical predicates for explaining the operation of something: it comes/ it goes/ this brings x to y/ this takes x to y, etc. appeared. AFter about 15 to 20 minutes of such 'talk' certain things became clear. Some of the technical owrds used for parts and/or functions seemed to annoy. It thus seemed appropriate to concentrate on components of a machine or operation. Still there was annoyance, i.e. the teacher saw the need for himself to check on the technical terms used with respect to mining, including (or especially) British/U.S. variants, and to follow up on the published translations that were seen in the captions and in glancing through the accompanying texts in the brochure. The learner was, however, rewarded for his fine presentation with homework, viz. to write out a description of the operations depicted in another but similar picture to the one first used in the brochure. Of course, it was to be a description for a visitor to the mine. The learner/teacher relationship was characterized here by praise through recognition, before the breakdown to come.

The teacher's homework for the second session consisted of finding the English technical terms for the German ones. Two books, along with bilingual general dicitonaries, of course, were at the teacher's disposal: Fachwörterbuch

Bergbau, a German-English dictionary of mining terms(i.e. Teil II), and the Language of Mining and Metallurgy, a type of textbook published by Regents Publishing Company, New York, in the series 'English(i.e. American English) for Careers. The teacher also looked through the descriptions found in the glossy, bilingual brochure from the equipment company. Finally, it became clear how unclear matters really were. Something jarred the educated native speaker's linguistic and communicative sensitivities. Was it merely those alienating aspects of a technical language for such an educated native speaker? In what way did or could this speaker's sensitivity for word groups and structures in his native language and their communicative appropriateness conflicht with the manager's technical expertise?

The learner's homework task proved, however, to be too early in the learning process. Not only because of the linguistic complexity involved, but because of another learning factor. This manager had a pressing, difficult persoanl decision to make. Should be accept the offer to take over the running of another, larger Ruhr Area mining company? In fact, this was perhaps part of the motivation for wanting more practice in using English for special purposes in the first place, although this was not mentioned at all in the preliminary organizational conversations preceding the first session. Therefore, he wrote only a description of the layout of a mine, pictures of which were to be found in the beginning of the glossy brochure. The English words for the description of mine forms(static situations) were familiar to him. Interestingly, British and American terms(pit::mine, open-cast::open-pit, for example) kept uncontrollably bobbing up and down throughout

the description. It also was clear that his need to defend his manager's control and articulateness in the mother-tongue enabled him to adequately describe the mining forms and even to compare the forms used in West Germany with those predominating in other countries, e.g. the United States. This information was in the brochure (Westfalia 2-5) and our manager had probably had to do this before in reality. In this way he also signalled to me as teacher that this was the communicative act he would have to handle in future and that this was what he wanted to practice. His description was, as to be expected, embedded in the limited predicative and predictive forms noted above.

Inconsistencies, however, began to strike and confuse the English language specialist. In the brochure Kohle/Coal the German term ‚gewinnen' was used consistently. In the English version 'win' was used much more often than 'extract', and, of course, as befitting a technical text, in the nominalized form 'winning', e.g. 'the winning of very thick seams'.(Westfalia 4) It also seemed that 'win' was preferred as a translation on one page, 'extract' on another page. Was it only a matter of the writer/translator following the grammar school rule of not repeating the same word(a problem by the way which can be a real one for German trained specialists trying to communciate in English, say, in a research report) or was it a matter of two or more translators? Misgivings were increasing. In a line that follows the one with "The winning of very thick seams" we find "...special, technically mature installations" for ,,speziell..technisch ausgereifte Ausrüstungen". My purpose here is not to fault any specific translator's work. I

would like to take up the role of translations in learning for special purposes later on in the paper. It became, however, clear that teacher and learner had some way to go before the learning goals would be reached.

The English language specialist was confused. In the first meeting the teacher offered 'extract' as a word having general coinage, a better substitute, when talking to a lay visitor, for the manager's universal 'win'. Until he saw the word 'extract' used in the brochure, the manager was sceptical. After it appeared, the teacher was sceptical. A native English speaker has a feel for 'win' as a technical term in such a context, for my sensitivities confined to technical language. Technical terms, clearly and consistently defined and recognized when embedded in appropriate native-speaker invariant and/or substitute phrases (word groups and/or collocations, became the teacher's goal for the second session. On the teacher's list were basic words like: mine, surface mining, open-pit, strip mining, face, seam/vein, conveyor; verbs like: to extract coal, to open up, to work a mine, to convey; and adjectives/ adverbials like: inclined, at a depth of, etc. The importance of nouns and nominalizations, e.g. extracting coal, extraction/winning of coal, working a mine, etc. were to be made clear in a later exercise. Using the German/English technical dictionary noted above and the brochure, the teacher devised a cloze type exercise for homework. Excerpts from the 'disturbing' brochure were simplified so that nominal forms and the typical embedding structures would be highlighted. The learner's task was to fill in full words, mainly nominal forms that had been left out, or letters in incomplete words. The purpose of the task was to reinforce recognition of words as slot fillers and to

sensitize the learner indirectly for British/U.S. differences. Something old and comforting for the learner should lead to something new for the learner/teacher relationship. Teacher's misgivings were becoming stronger. Learner again felt confident, although the teacher's indication of 'discrepancies'/'inconsistencies' was sowing a seed of doubt that would grow stronger in the next session.

After the correct fill-ins were discussed and the learner made aware of the importance of nominal forms in his technical language and the role of invariant and substitute structures(cf., for example, Koehler on technical language in German as a foreign language), he was presented with a new task. From the U.S.-American book on the language of mining, the captions for two pictures showing the forms of surface mining operations, i.e. open-pit and strip mining, were covered.(Hall 34-35) This meant he had to do something similar to his previous description. This time he had to use the vocabulary and the forms highlighted and reinforced in the lesson before. The manager felt more than confident. He gave the impression that he could tell the layman, the teacher, everything. He even had more English verbs up his sleeve than had come to light in the previous meetings.

"The ore deposit is developed," he said. Teacher as native speaker and in the role he decided to play in these sessions, guide/'re-authenticator'(Beneke in Freudenstein 173)/listener was not happy with this. In the aforementioned dictionary put together by Germans certainly familiar with the material, being as they are from the TU Aachen and a West German coal mining company, various words are simply listed, in alphabetical order, for the manager's German word 'aufschliessen'.

The teacher suggested another word in the list, 'open up', as coming closer to describing clearly the activity involved with respect to a deposit. This was where the self-confident manager got hsi first real feeling of annoyance, which he transmitted to the teacher with eye movements and tone of voice. The teacher made a point of talking about the words listed, noting connotations, usual 'phrases'(as in Phraseologie, found in Wolfgang Fleischer's book) the words are bound in, i.e. word groups/collocations, etc. The main thing was: teacher and learner saw the need for more work and for being specific and for more clearly identifying language learning needs.
The teacher was not really completely happy with his 'open up an ore deposit'. We all know the word groups: 'to develop a site' or 'a site is developed', and 'to open up an area', which can prbably slide off into a collocation, or 'to mine a deposit'. The terms 'word group' and 'collocation' relate here to a distinction used by Newmark in his book Approaches to Translation. The need for such a codification of expressions and structures in a language has appeared often; the terms used for this codifying, however, vary, depending on the linguistic tradition(s) relied upon, to mention one factor. As a more recent example of this codification for pedagogical purposes, you have The BBI Combinatory Dictionary of English.

Before I mention how we narrowly defined the language learning needs/goals, I would like to touch on the role of translations and printed matter in learning a foreing language for specific purposes. The brochure we had been using began to show more 'annoying' language forms. The term 'armored/armoured

conveyor' seemed, to the native speaker, to be an appropriate expression for 'Panzerförderer'. In the technical dictionary used we find 'armoured flexible conveyor' and 'panzer conveyor'; 'armoured conveyor' was found under 'Panzer'. Yet, in trying to satisfy the manufacturer's important and recognized need to protect innovations/registered names, we find in the brochure 'Panzer^{R} Conveyor' or 'Panzer Conveyor^{R}' as a translation of the above.(K/C 21). But on another page we find 'Panzer Conveyor'(K/C 36), with no superscript after 'Panzer'. The critical stance here comes about mainly because the learning situation demands it. Printed information takes on a normative value of its own. Our learner assumed 'Panzer Conveyor', or, ignoring the printed image, 'panzer conveyor', was the generally acceptable and understood term for 'Panzerförderer'.

An aspect of translating that I think is often neglected is that once an organization has accepted a translation of its terms and activities, then all other translations that follow must consistently use the terms, and sometimes even the expressions, decided upon. The later translator's linguistic and pragmatic sensitivities have to be subordinated to another precept, assuming these sensitivities collide with the translated text. Examples from government publications and company materials abound, but I cannot go into details here. Consistency, especially in areas sensitive to the specific audience, is important. Who decides what, where and when, is what companies with computerized glossaries may be making an attempt to wrestle with. Our foreign language teaching for specific purposes is not independent of the work that still has to be done in the area of consistency and the role of norms.(Karl-

Heinz Brinkmann in Freudenstein 95-107)

As for general translation problems relating to technical texts (German/English) other ones became important for our learner's ultimate task and our learning goals. The various translations of 'Leistung' and 'leisten'(not only in technical language, I may add) and of 'fördern' and 'Förderung' came into play. We were both, as I said getting deeper into our material. With respect to nominalized forms, something else was found in the brochure: "the drivage of headings". (K/C 35) Native speaker sensibilities were again addressed. It could all, of course, be the language of mining. A confirmation of the teacher's misgivings was found in a variant form used in the English journals. In Coal International from April 1986 we find on p. 23: "driving a heading", "a heading driven by hand", and on p. 18: "face heading drivage". 'Drivage of something' gives this native speaker all sorts of diffuse images. Translation is important. As mentioned before, who has the final say? For teacher and learner here the final say in the matter would be had by the manager's audience and its sociolinguistic determinants.

The learning goals could now be more specifically set. The manager, being used to technical texts and their linguistic/communicative format, needed some more practice in reading for gist. This meant more practice in keeping abreast of new developments in his field. This would include political and environmental topics as they relate to mining. But mainly he needed to be made aware of this type of language and how it, especially as found in the Abstract and/or Introduction part of a journal article, could be adapted for his specific needs. He needed to see

the importance of embedding terms for parts and processes in a lexis and syntax with more general appeal, or visiting audience specific situational appeal, than any inconsistent mishmash of terms and expressions that, for experts exchanging information in certain narrowly defined professional situations, mean real communication. In his new role the manager would have to describe the layout or structure of a mining operation and of machines and describe mining operations as processes, including explaining the operation of a particular machine used in his mine. Most often this would be a brand-new, state-of-the-art innovation(to emphasize its newness and economic importance). The listeners would be foreign visitors, most probably important lay people.
In the previous attempt to describe the operation of a machine as a process pictured in the brochure, the learner saw the importance of the learning goals defined above. The 'equipment', a word known to the learner but emphasized by the teacher for its generally useful function in English, was used for a purpose, but how could this be described to the audience the teacher represented. Original texts in English for mining purposes were needed. Among other things, they were needed to show the learner the structures that predominate in specific text types. The purpose of an activity is whtat the Introduction or Abstract of research papers as published in journals intends to present. The Abstract part of a report in the Canadian Institute of Mining Bulletin was used.(Preston 43) Many of the words we had up to this point appeared. The probability of their appearing was, incidentally, high, because of the way our teacher/learner interaction was proceeding, i.e. the process. In such a summary, and for

the purpose of describing a process(here: the reporting activity), such forms as: describe, be outlined, be characterized by, show, present, illustrate and, of course, use are used in various structures. Gerunds and participles, especially participial constructions in their summarizing function, are used.

I would like to digress again for a moment and look at the indefinite summarizing character of participial constructions. As an example, we have this form from such an Abstract: "In this study,...to consider the effect of internal waste caused by selective mining, on pit design, using geostatistical methods to predict the tonnage..." Patent texts seem to be, by the way, full of such structures. They also have words and syntax that are less than unambiguous, belonging perhaps to the patent lawyer's ideolect or sociolect. There may, too, be legal reasons for not wanting to be all too explicit in such texts. Yet the indefiniteness of summarizing participial constructions(cf. Quirk 330--11.36) may be only a reflection of the common referent system the specialists share so that communication takes place as in a tightyl knitted ethnic community, a sort of communicative osmosis. Our manager in his prepresentative role would simply overburden(pardoning the pun a teacher of English for mining purposes can relate to) visitors with such an assumption.

The Abstract used consisted of two orthographically defined sentences. The learner was to underline phrases that answer questions, such as:

> This paper describes the use of electronics for what activities?
>
> Which techniques are outlined?
>
> What characterization is also included in the abstract?

This done, and certainly the above is enough of this, the phrases were broken up by having the learner write down

...the use of ___$_{x}^{ing}$ for ___$_{y}^{ing}$...

techniques in ___$_{z}^{ing}$

The next step was to underline with a second line the ___ing forms that do not complete the phrases above. Thus, those that funciton as participles were separated from gerunds and shown to stand for clauses in their post-modifying, limiting, defining terms and/or summarizing function. Gerunds tend in their nominalizing capacity to make a verb having general communicative coinage a technical term tending to contextual and cotextual unambiguity.

According to some East German work on German technical texts, the text type, i.e. communicating something specific to a specific audience, determines the embedding structures (lexis and syntactical elements) employed. (Braunöhler 9-33) Invariant verbal structures appear, as understood in Phraseologie and comparable to the understanding of word groups and collocations noted above. Word groups admit of substitute verbs(Ersatzverben, cf. Koehler), depeding on the text type. I do not want to get into the German, both East and West, distinction between Texttyp and Textsorte and Textart here. A description of something static, an object, a structure, requires other verbs to express facultative and dependency relationships than perhaps a description of a dynamic process or instrucitons for operating something. Also, the forms used may be different. In a report on an operation or research carried out, an activity done, past passive predominates.

Back then to the mine. The practice, the text work, with Abstract and Introduction sections of research papers showed us the way further. As may have been noted, writing skills in technical English were not deemed necessary by this manager, belonging, to a great extent, as they do, to research papers; at least, the more sophisticated writing skills. From written texts we needed to go to oral communication, keeping, however, the concepts of texts and audience in mind. In order to give the learner a model for communicating to foreign visitors, texts were looked at which speak to foreigners interested in the topic. We needed 'real' English. The ads for technical products in the jornals mentioned are often well-written. The teacher was attracted by a breezy ad, from a British company, in which there was a fine use of metaphorical language and word plays. In the text we find: "...longwall technology is more than a support"; "A partnership in depth".(IM50-5 However, this text almost brought us to the other extreme, i.e. popular technical texts. These latter texts are characterized by a lack of word groups and collocations appropriate to a particular(technical) text type. One has the feeling there is no regular recurrence of lexical/ syntactic elements and the unequivocalness of nominalizations and defining constructions is replaced by verbs and indefinite adjectives and substantives(polysemous words) which allow of word plays. "A partnership in depth" may help sell a reader on the virtues of a particular company, but...

'But' is the correct word here. Our manager's job was almost that: to 'sell' his company to visitors. The dilemma was

that lexical and lexical/syntactic structures with a more general appeal have to do the job of the manager's more familiar communication style when dealing with fellow experts in the appropriate professional setting-- at meetings, on a 'fact-finding' tour of another mine, etc.

Both teacher and learner were now in a position to come to their goals. It was decided that texts found in the English language journals in which operations and processes (Vorgänge and Vorgangspassiv in German) are described could serve as appropriate models or basic material for further work. A description of an operation was found in an issue of International Mining, British English being used in the whole article. The excerpt on the operation concerned 'Conveyor Haulage'. From this excerpt we only looked at the part where the operation of a new crusher is described. "The new crusher feeds a 630m(2,070ft) conveyor system that runs along...It is driven by a 55kW motor." (IM 25) In our very first meeting we had a conveyor system. Here we have the right balance of verbs for activities/ operations and their forms in English, viz. Simple Present, Active and Passive. It is not a report on, but a description of, a process. A relative clause fulfills its audience specific communicating function. A corresponding German expression for power, '...mit einer Leistung von...', is not expressed by a jarring '...with a performance of...', but by a non-jarring and, therefore, hummingly communicative "55kW motor". The machine or part of the product talked about becomes the center of attention for the audience. This style was the one our manager/learner was to emulate in describing the operation of specific machines to me, representing, as I did, his audience of interested lay,

perhaps important representatives of foreign institutions or governing bodies, and/or expert visitors. Throughout the issue the expression for purpose,

"is used for $^{\text{doing}}_{x}$ something",

appears often. Verbs in the Simple Present like 'describe', 'necessitate' and 'is employed' appear as passable variants for the limited predicative forms the manager used at the beginning of the lessons to embed his expertise. But one must be careful here. Not all the texts explain the workings of a machine or a specific mining operation, nor do all the parts of a text fulfill the same communicative function. (The problematical aspects of text analysis and communicative function are discussed, to mention one comment, by Schmidt in Dressler 47-60.)

What type of texts are they? Can or should invariant structures be analyzed and codified? Can or should one talk of discourse markers that our learner can transfer to his performance in the mine? In one article, for example, the teacher as native speaker had his inclinations supported by finding in the same issue the word that was the initiator of much in this learning process. In a report on setting up new mining operations in an area of Canada, we find the bold-face heading for a part of the article: Mine development. And in this part we read: "The development of the main haulage network..." The learner was able to see how the native speaker/guide was more pleased with this use of development than with 'develop an ore deposit', which, God knows, may still be 'technically' correct. Yet the style of the report as a whole would not fulfill the very specific requirements our learning process needed to impose. In general, it

was all good technical writing for a specific audience by use of a specific medium(journal), from which our manager would have little difficulty extracting information.

We now went back to the glossy pictures in the brochure. Our manager had the feeling of a new type of self-confidence, a new type of fluency. In response to the teacher/lay visitor's question, "What's that?", we had a performance of this form:

> This is an armored conveyor system. It is combined with a drum shearer that cuts into the seam at the rate of x revolutions per minute. The coal is then brought by the conveyor to...

The vocabulary was no longer a mishmash of 'translations' and British and U.S. technical terms, but words that have conceptual/communicative value for an audience in this sociolinguistic situation, i.e. manager/important lay visitor at the mining site. The embedding structures were also felt by the teacher to be 'audience friendly'. The learner did not have to depend on technical language structures. 'Tunnel' and 'tunnel(l)ing', found for teacher's and learner's confirmation in an ad from a British machine making company in Coal Interantional, April 1986(CI 10), could be used for 'driving a heading' or the still horrible 'drivage of a heading'. 'Extract' was certainly confirmed by the journals as having a wider validity than the mainly technically specific 'win'. The more unambigous/technically specifying gerund was replaced in such a description to an audience(particularly an English-speaking one) by the verbal form. 'Winning of coal is accomplished by...' became 'Coal is extracted by...'. Relative clauses and adverbial clauses replaced participial

constructions.

In sum, then, very specific purposes demanded that the learning process for ESP here even went so far as to use linguistic and didactic theories and practices in another direction than that usually described. Popular scientific and technical texts, written with a flair, are meant for lay people; the lack of certain linguistic invariants and nominalizations make them difficult for technical people who read them as part of a foreign language program for special purposes. Other texts are too technically linguistically specific for the role of a manager communicating to foreign visitors as described above. His persona and perhaps the economic fortunes of the operations he represents would depend on non-jarring, non-alienating communication in the specific situation. These visitors are probably in this communicative situation for reasons other than simply shop-talk. A lot of honing(punning seems unavoidable when dealing with mining and metallurgy terms; historically conditioned, I am sure) had to be done in such an ESP learning situation to have our manager communicate in a way appropriate to his role and the situation and his audience. Other types of communication the man would need in future in the foreign language surfaced. Negotiating might become one of these functions.

Ideally, the proud teacher could have been present at a 'performance' by the learner on the mining site. Ideally, the learning goals above could have been reinforced and new ones set. Yet all this did not happen. The lessons were broken off. The manager accepted the new position and had enough to do learning his new social role and

getting adjusted within his native language and cultural constraints. With respect to adults, it might not be amiss, in fact, to place more emphasis on codifying empirical observations on both the psychological needs addressed in various forms of foreign language training(comparable, say, to management seminars, in general) and on the role social and other commitments play in foreign language learning.

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